_____   _____   _____
Leader's Name (Please Print)   Evaluator's Name (Please Print)   Date

Conference/Evaluation Options: (Check One) ___ Beginning ___ Mid-Term ___Final (End of Year)

*NOTE: Florida Required Evidence

DOMAIN I: A DATA-DRIVEN FOCUS ON STUDENT ACHIEVEMENT	
I(1): The school leader ensures high expectations with measureable learning goals are Established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.	**I A D B NU**
➢ Learning goals are established based on state and district curriculum and academic standards* ➢ The school leader establishes high expectations for all students to show learning growth* ➢ Learning goals are established for eliminating the achievement gap for all students* ➢ Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap*	
Notes:	
I(2): The school leader ensures high expectations with measureable learning goals are established and enables teachers and staff to work as a system focused on improving the achievement of students within the school.	**I A D B NU**
➢ Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments* ➢ Faculty and staff work as a system focused on student learning* ➢ Student performance data and expectations for learning are communicated to all stakeholders*	
I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.	**I A D B NU**
Notes:	
I(4): The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.	**I A D B NU**
➢ The school leader achieves results on the school's learning goals* ➢ Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students* ➢ Student learning results are evidenced by growth and progress on district and state assessments* ➢ Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)* ➢ The school leader analyzes achievement data for student subgroups within the school*	
Notes:	
I(5): The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups in order to help all students meet individual achievement goals.	**I A D B NU**
➢ The school leader ensures differentiated instruction is a predominant instructional practice.* ➢ When asked, students report their teachers provide culturally relevant instruction that helps them learn.*	
Notes:	

DOMAIN II: CONTINUOUS IMPROVEMENT OF INSTRUCTION	
II(1): The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.	**I A D B NU**

> The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model.*

Notes:

II(2) The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.	**I A D B NU**

Notes:

II(3): The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.	**I A D B NU**

> The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model.*
> The school leader can describe effective practices and problems of practice of the teachers in the school.*
> The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning.*
> Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school.*

Notes:

II(4): The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.	**I A D B NU**

> The school leader can link teacher evaluation data with student achievement data *
> Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses. *
> Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers. *
> The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels.*
> When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement.*
> Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction.*

Notes:

II(5): District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.	I A D B NU
➢ Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction.*	
Notes:	

II(6): The school leader monitors the school and classrooms for comprehensible instruction delivered in ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.	I A D B NU
Notes:	

DOMAIN III: A GUARANTEED AND VIABLE CURRICULUM

III(1): The school leader ensures that the school curriculum and accompaning assessments adhere to state and district standards.	I A D B NU
➢ The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements.*	
Notes:	

III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers	I A D B NU
Notes:	

III(3) The school leader ensures that all students have opportunity to learn the critical content of the curriculum.	I A D B NU
Notes:	

III(4): The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.	I A D B NU
Notes:	

DOMAIN IV: COMMUNICATION, COOPERATION AND COLLABORATION

IV(1): The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, partipates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.	I A D B NU
➢ The school leader can describe the school's procedures for scheduling teachers to observe and discuss effective instructional practices.* ➢ Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities).*	
Notes:	

IV(2): The school leader actively listens and comnicates to ensure that teachers have roles in the decision making process regarding school initves.	I A D B NU
➢ The school leader provides evidence of actively listening and learning from faculty and staff.* ➢ The school leader utlitizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys).* ➢ Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning.* ➢ The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects.* ➢ The school leadership team has critical roles in facilitating school initiatives.* ➢ The school leader engages faculty in constructive conversations on important school issues.* ➢ Data gathering techniques are in place to collect information from teachers.*	

Notes:

IV(3) The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.	I A D B NU
➢ The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well being.* ➢ Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning.* ➢ The school leader uses PLCs to communicate the relationships among academic standards, effective instruction and student performance.* ➢ The school leader implements the Florida Continuous Improvement Model (FCIM).*	

Notes:

IV(4) The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.	I A D B NU
➢ The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities.* ➢ The school leader effectively identifies potential leaders and guides them in career development.* ➢ The school leader models effective ledership practices and mentors emerging leaders.* ➢ Teacher leaders and other faculty are empowered to share in the leadership of the school.* ➢ Delegates responsibilities to emerging leaders in preparation for career advancement opportunities.* ➢ The school improvement team provides input to the school leader regarding the school improvement plan its impact on the functioning of the school.*	

Notes:

IV(5) The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functionaing of the school.	I A D B NU
➢ The school leader provides evidence of actively listening and learning from students, parents and community.* ➢ Data are available to support the leader engages students, parents and the community in constuctive conversations about important school issues.* ➢ The school leader engages in virtual town hall meetings.* ➢ The school leader engages in appropraite social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community.* ➢ The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school.* ➢ The school leader can explain how the use of input from the school community has resulted in improved functioning of the school.* ➢ When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school.*	

Notes:

DOMAIN V: SCHOOL CLIMATE	
V(1): The school leader is the recognized leader of the school and continually assesses progress on his or her practice priorities.	**I A D B NU**

> The school leader has a written annual growth plan with deliberate practice goals and priorities.*
> The school leader is recognized as highly visible by the faculty,student, parents, and community, and actively engages them in the work of the school.*
> The school leader uses facts and data in decision making and when prioritizing decisions that impact the priority goals of the school.*
> The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct.*
> The school leader has demonstrated his of her ability to use thinking skills to solve problems and idenitfy solutions.*
> The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities.*
> The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed.
> The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses.*
> The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan.*

Notes:

V(2) The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.	**I A D B NU**

> The school leader actively promotes practices and policies acknowledging the diversity in the school.*
> The school leader acknowledges when school goals have not been met or inatives have failed and revises the plan for success.*
> The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers.*
> The school leader reacts constructively and overcomes barriers to success that could include disagreements and descent with leadership.*
> The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local communities.*
> The school leader can idenitfy how learning from adversity has enabled him/her to be a focused leader.*

Notes:

V(3) The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.	**I A D B NU**

> Instructional and behavioral routines and procedures are in place to support student engagement in learning.*
> The school leader maintains a school climate to support student engagement in learning.*
> School leader provides ongoing feedback to teachers regarding the learning environment.*
> Continuous feedback is provided to teachers regarding the learning environment in their classrooms and the school.*
> Highly engaged classroom practices are routine at the school.*

Notes:

V(4) The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.	**I A D B NU**

> Instructional strategies for highly engaged classrooms are part of the school learning environment.*
> The school leader ensures that skills necessary to be contributing members of society and partipate in a global community are listed among the essential elements.*
> The school leader ensures students are ready to be contributing members of society and partiipate in a global community.*
> When asked, students, parents and community describe the school as safe, respectful and student centered.*

Notes:

V(5) The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.	**I A D B NU**

> ➤ The school leader manages and imposes deadlines on self and the organization that effect the operation of the school.*
> ➤ The school leader manages time effectively in order to maximize focus on instruction.*
> ➤ The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds).*
> ➤ The school leader appropriately plans, budgets, and directs the use of technology to improve teaching and learning.*

Notes:

V(6) The school leader acknowledges the success of the whole school as well as individuals within the school.	**I A D B NU**

> ➤ The school leader plans for and celebrates the success of the diverse populations in the school.

Notes:

_____   _____

Leader's Signature   Date

_____   _____

Evaluator's Signature   Date